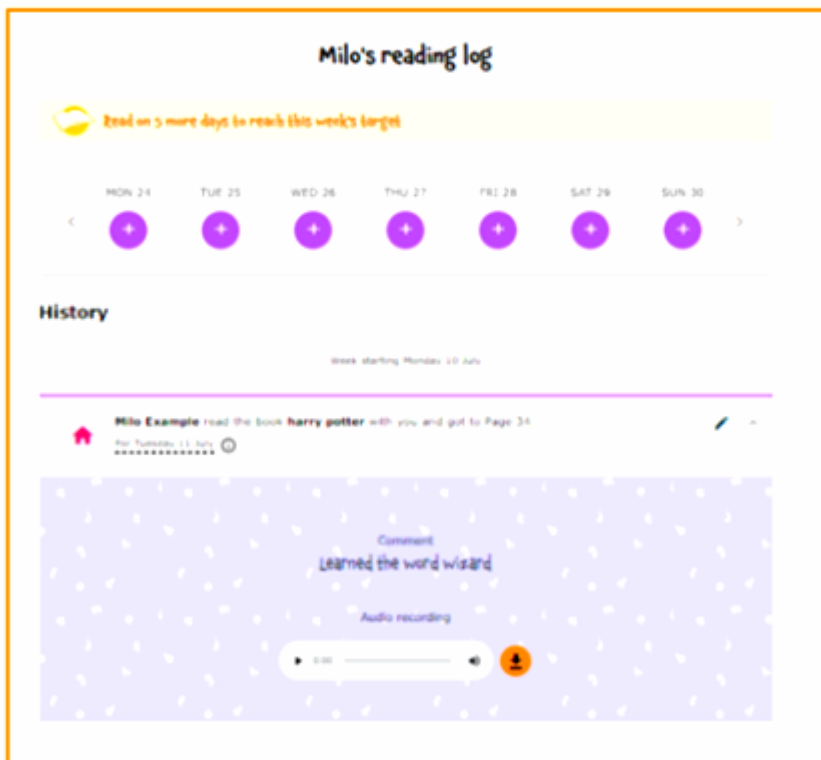


Strategies and Aims for Early Years and Key Stage 1

- A commitment to linking reading with writing.
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age.
- Twice daily phonics lessons, using Read, Write Inc.
- All children not on track within Read, Write Inc. to have daily Fast Track
- Reading of texts linked to topic work where appropriate.
- Story time in which the class teacher reads short stories to the class to promote a love of reading and model fluency.
- Library visits, including the class and school library.
- World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities.
 - Home reading with parents using learning with parents online reading record.



Fluency – Moving on from Phonics

FLUENCY RUBRIC				
Name: _____				
	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing, adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many 'rough spots'.	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slow.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.
<p>Scores of 10 or more indicate that the student is making good progress in fluency.</p> <p>Scores below 10 indicate that the student needs additional instruction in fluency.</p>				
			Score: _____	

Once children have completed the formal teaching and learning of phonics, children are taught to become fluent readers with increasingly growing comprehension skills. At this point, pedagogy changes to ensure pupils have a deep understanding of comprehension, knowing that the written word carries meaning. Children who are in a learning gap and are in the bottom 20% of our readers, are given significant support through daily 1:1 or 1:2 reading with an adult in order to plug their phonic gaps and build on their reading fluency. Staff reading with children on a 1:1 or 1:2 basis, use a Fluency Rubric to determine the most important objective to work on. This is important so that the session is impactful on the learner.

Building Fluency and Comprehension Reading Pedagogy

These daily sessions follow a structured weekly cycle. Teachers select texts that will immerse the pupils in their next writing genre, build on their previous wider curriculum learning or go beyond the taught curriculum providing opportunities to develop cultural capital.

The purpose of this reading phase is to:

- build reading fluency with age-related texts;

- expose pupils to a wider range of vocabulary in order to understand more texts;
- teach pupils how to build situation models as they read;
- teach pupils how to make sense of the written word;
- enable pupils to fully comprehend what they read;
- equip pupils in answering written comprehension questions.

The Reading Diet

Monday	Tuesday	Wednesday	Thursday	Friday
Read, Write, Inc 30-45 minutes daily				
Shared Reading 15 – 20 minutes daily				

Reception:

Monday	Tuesday	Wednesday	Thursday	Friday
Read, Write, Inc 30-45 minutes daily				
Shared Reading 15 – 20 minutes daily				

Monday	Tuesday	Wednesday	Thursday	Friday
Read, Write, Inc 30-45 minutes daily				
Shared Reading 15 – 20 minutes daily				

Year 2 - September-January:

Year 1:

Year 2 – January-July:

Monday	Tuesday	Wednesday	Thursday	Friday
Read, Write, Inc 30-45 minutes daily				
Fluency Practice 30 minutes	Extended Reading 30 minutes	Fluency Practice 30 minutes	Extended Reading 30 minutes	Fluency Practice 30 minutes
Shared Reading 15 – 20 minutes daily				

Year 3

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary Instruction (345 words and Etymology) 10 minutes daily				
Fluency Practice 30 minutes	Extended Reading 30 minutes	Fluency Practice 30 minutes	Extended Reading 30 minutes	Close Reading 30 minutes
Shared Reading 15 – 20 minutes daily				

Year 4

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary Instruction (345 words and Etymology) 10 minutes daily				
Fluency Practice 30 minutes	Extended Reading 30 minutes	Fluency Practice 30 minutes	Extended Reading 30 minutes	Close Reading 30 minutes
Shared Reading 15 – 20 minutes daily				

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary Instruction (345 words and Etymology) 10 minutes daily				
Extended Reading 30 minutes	Close Reading 30 minutes	Fluency Practice 30 minutes	Extended Reading 30 minutes	Close Reading 30 minutes
Shared Reading 15 – 20 minutes daily				

Year 5

Year 6

Monday	Tuesday	Wednesday	Thursday	Friday
Vocabulary Instruction (345 words and Etymology) 10 minutes daily				
Extended Reading 30 minutes	Close Reading 30 minutes	Extended Reading 30 minutes	Close Reading 30 minutes	Extended Reading 30 minutes
Shared Reading 15 – 20 minutes daily				

Fluency Practice: a form of reading lesson involving repeated oral reading of a relatively short text and conscious attempts to read with greater fluency each time.

Extended Reading: a form of reading lesson involving discussion in which the majority of the lesson is spent reading.

Close Reading: a form of reading lesson that involves thoroughly analysing a text, often reading it repeatedly and looking at different aspects with each read.

Shared Reading: a form of reading lesson in which a text is read aloud to children with the central aim being enjoyment and the development of listening comprehension.

Assessment of Reading:

Formative and summative assessments are used to inform the planning and teaching of reading.

Formative:

Through discussions and the use of written answers, we formatively assess the children's understanding of texts read.

Fluency rubric grids are used to inform next steps and indicate progress through the reading book bands.

Summative:

Year 2 and 6 SATs and termly PIRA assessments from Years Reception to Year 6 are used. These are analysed using MARK online and gaps are addressed in future teaching and planned interventions.

Impact

As we passionately believe that reading is the key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading skills, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum and into Key Stage 3, 4 and beyond.

A Year 6 reader leaving Bank End Primary Academy, transitioning into secondary school, will be a fluent, confident and able reader who can use their reading skills to unlock learning across all areas of the curriculum as well as accessing a wide range of texts for pleasure and enjoyment.